



SC Annual School Report Card Summary

Gadsden Elementary
Richland 1
Grades: PK-5 Enrollment: 158
Principal: Charles A. DeLaughter
Superintendent: Dr. Percy A. Mack
Board Chair: Vince Ford

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2009	Excellent	Excellent	TBD	TBD	Met	N/A
2008	Average	Good	Silver	Silver	Met	N/A
2007	Below Average	Good	Silver	N/A	Met	N/A

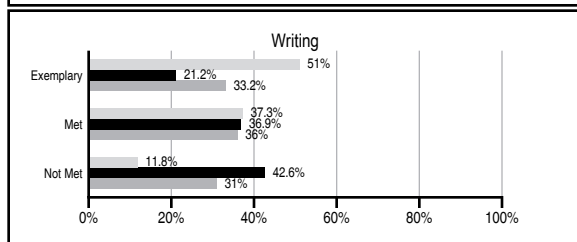
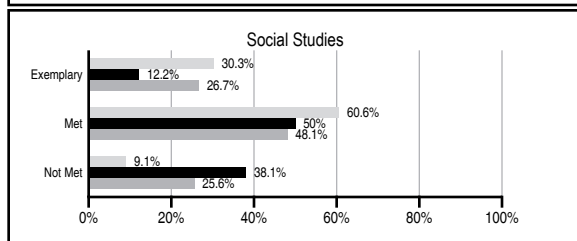
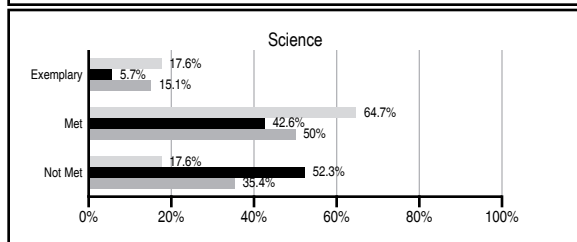
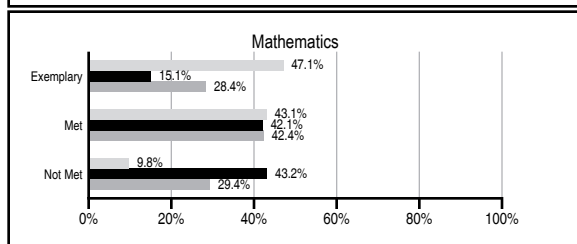
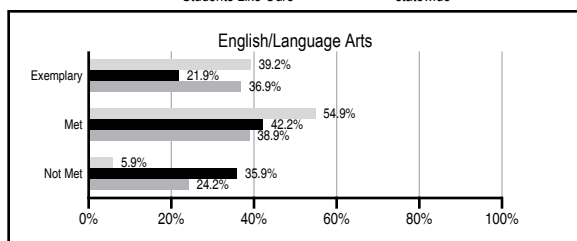
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
1	3	66	62	32

* Ratings are calculated with data available by 06/01/2010. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.





PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.

READING – GRADE 4 (2007)				
South Carolina	41	33	20	5
Nation	34	34	24	7
	% Below Basic		% Basic, Proficient, and Advanced	
				
	Below Basic	Basic	Proficient	Advanced

MATH – GRADE 4 (2007)				
South Carolina	20	44	31	5
Nation	19	43	33	5
		% Below Basic		
		% Basic, Proficient, and Advanced		
		Below Basic Basic Proficient Advanced		

SCIENCE – GRADE 4 (2005)				
South Carolina	36	39	23	2
Nation	34	39	25	2
		% Below Basic		
		% Basic, Proficient, and Advanced		
		Below Basic Basic Proficient Advanced		

SC PERFORMANCE GOAL

2010 Goal:

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

2020 Vision:

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

Gadsden Elementary [Richland 1]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=158)				
Retention rate	4.9%	Up from 4.3%	2.5%	1.9%
Attendance rate	95.2%	Down from 96.2%	96.0%	96.3%
Eligible for gifted and talented	12.1%	Down from 13.3%	3.2%	10.0%
With disabilities other than speech	3.7%	Down from 5.2%	7.5%	7.7%
Older than usual for grade	0.9%	Up from 0.8%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=19)				
Teachers with advanced degrees	57.9%	Up from 52.9%	57.1%	59.4%
Continuing contract teachers	63.2%	Up from 52.9%	71.4%	80.0%
Teachers with emergency or provisional certificates	5.9%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	80.3%	Down from 81.0%	81.7%	85.9%
Teacher attendance rate	95.2%	Down from 95.4%	95.2%	95.1%
Average teacher salary*	\$48,002	Up 2.5%	\$45,725	\$47,149
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	12.7 days	Down from 14.2 days	10.7 days	11.1 days
School				
Principal's years at school	8.0	Up from 7.0	3.0	4.0
Student-teacher ratio in core subjects	9.6 to 1	Down from 12.7 to 1	16.7 to 1	18.8 to 1
Prime instructional time	87.7%	Down from 88.4%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$12,362	Down 5.4%	\$8,667	\$7,458
Percent of expenditures for instruction**	71.7%	Down from 75.2%	68.2%	68.8%
Percent of expenditures for teacher salaries**	64.0%	Down from 66.7%	61.9%	63.2%
% of AYP objectives met	100.0%	No Change	100.0%	100.0%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	23	24	22
Percent satisfied with learning environment	95.7%	95.8%	77.3%
Percent satisfied with social and physical environment	100.0%	87.0%	90.9%
Percent satisfied with school-home relations	73.9%	87.5%	77.3%

*Only students at the highest elementary school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Gadsden Elementary School continues to develop a school culture that challenges all stakeholders to work at high levels of proficiency. Each teacher and instructional assistant is Highly Qualified, and several support staff are recognized by central office personnel for superior work performance. The school has organized a limited number of well-chosen initiatives to guide and facilitate improvement in student learning. These initiatives are: (1) writing in each core academic area, (2) mathematical reasoning and creative problem solving, (3) infusion of technology into the curriculum, and (4) emphasis on literacy, especially at the early childhood level. An early childhood Montessori class compliments more traditional K-4 and K-5 classes to develop fundamental reading skills as well as number competencies. A primary objective of these initiatives is to enable students to function at grade level by first grade.

The School Renewal Plan is a comprehensive template for guiding continual school improvement. A major component of this plan is a strong, substantive alignment between content standards, instruction, student work, and assessments. Frequent assessments and analysis of assessment results inform teachers about next steps in the instructional process. The principal is a full partner with teachers and the community in the school improvement process. Classroom visits and more formal observations take place on a daily basis. During principal-teacher conferences, goals are reviewed, student learning growth is monitored, and decisions are made regarding strategies that will be used to improve student achievement.

Several data sources are analyzed on an ongoing basis to inform personnel about progress toward school goals. The school community is learning to use MAP data to support standards-based instruction. First year MAP results show significant improvement in math and reading between fall and spring administrations. Similarly, Successmaker Lab reports and Benchmark results document growth in student learning across the school year. Report Card surveys as well as results from other parent surveys indicate growth in parent and community satisfaction with the school.

Teachers and the principal work together in a variety of formats to build capacity for student learning. Grade-level conferences are used in part to identify students who need specific interventions to master specific content standards. Frequently, a consultant will work with small groups of teachers and the principal to strengthen skills with using proven strategies to assist reluctant readers or struggling mathematicians.

Gadsden Elementary must resolve a limited number of challenges in order to make continual progress toward school goals. Teachers must make increasingly stronger connections between content standards, instruction, and assessments. These clear and concise connections will make learning easier for students. Families and the community need to be engaged in a stronger partnership with the school to promote student learning outside of the school day. Finally, the number and quality of school-business partnerships must improve to provide students with supplementary educational and mentoring experiences.

Cynthia Garrick, SIC President
Dr. Charles A. DeLaughter, Principal

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